

GRADE ONE

Here and Across the World

Standard 1-2: The student will demonstrate an understanding of home, school, and other settings across the world.

1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions.

Taxonomy Level: A 1 Remember/Factual Knowledge

Previous/future knowledge: In Kindergarten (K-5.1) students identified the location of their school, home, neighborhood, community, city/town, and state on a map as well as learning to construct a simple map (K-5.3). They will further practice this in second grade (2-2.1) when they locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. In third grade (3-1.1) students will identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems; major cities; and climate regions. In fourth grade (4-1.3) students will use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations and summarize the discoveries associated with these expeditions. In fifth grade (5-6.1) students will use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia.

It is essential for students to know basic map symbols such as the cardinal directions of North, South, East, and West. Students should be able to identify familiar areas of their community or neighborhood on a map and recognize basic map symbols.

It is not essential for students to know directions or symbols beyond a basic level. Students do not need to know how to read a state, national or international map. Students do not need to be able to recognize cities or their own state on a map.

Assessment guidelines:

Appropriate assessment requires students to **identify** familiar areas on a map; therefore, the primary focus of assessment should be to locate this information on a map. However, appropriate assessments should also require students to **recall** simple maps and map symbols; **identify** familiar areas on a map; or to **compare** areas on a local community or neighborhood map.